

# Gatton (VA) Primary School

## Inspection report

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<b>Unique Reference Number</b>	134041
<b>Local Authority</b>	Wandsworth
<b>Inspection number</b>	328807
<b>Inspection dates</b>	29–30 June 2009
<b>Reporting inspector</b>	Sue Rogers

This inspection of the school was carried out under section 5 of the Education Act 2005.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	409
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Farouk Valimahomed
<b>Headteacher</b>	Mrs Safia Basith
<b>Date of previous school inspection</b>	7 March 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	10 Gatton Road Tooting London SW17 0EU
<b>Telephone number</b>	020 8682 5570
<b>Fax number</b>	020 8682 4159

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Gatton is a growing multi-ethnic, multilingual Muslim School. It serves an urban community. Nearly all the pupils are from minority ethnic backgrounds and 27 different languages are spoken. Half of the pupils, mostly younger children, are at the early stages of learning English. The mobility of pupils is high as an increasing number of families are moving in and out of the area, with a quarter of the pupils joining the school after the Reception Year. Pupils come from a range of backgrounds, with more than a quarter entitled to free school meals. This figure is above average, as is the number of pupils who have special needs. These include moderate learning difficulties (the largest proportion) and emotional and behavioural problems. There has been a large staff turnover since the school opened and recruitment is difficult in this area. The school achieved Healthy School status in 2007.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Gatton is providing a good education for its pupils. Clear and purposeful leadership ensures that a caring ethos is at the heart of its work. The personal and spiritual development of every child is of paramount importance. Consequently, pupils feel safe and secure and thrive in this supportive environment. An increasingly broad and creative curriculum is helping pupils to really enjoy their education and achieve well academically. The school is reaching out very effectively to the immediate and wider communities and provides an excellent model of community cohesion, living up to its motto: 'At Gatton we believe in uniting communities'. As one parent put it in a meeting, to the evident approval of many others, 'The school feels like a family now. Different nationalities have been brought together.'

From their low starting points pupils make generally good progress to reach standards that are broadly average by the time they leave in Year 6. This is because of their very good attitudes to learning and effective systems to track their progress, which quickly identify those who are in danger of falling behind. This is allied to some effective teaching, particularly in Key Stage 1. In Key Stage 2 the turnover of staff has meant that teaching is not currently as strong. In some lessons pupils are asked to sit for too long and are not given enough opportunities to develop their own ideas. This means that they are not always challenged sufficiently, particularly the more-able pupils. However, good support from leaders, positive attitudes and tight tracking are helping to ensure that progress is not compromised as new staff settle in.

Recently the school has done much to extend its curriculum to ensure it complies with national requirements and make it more enjoyable for pupils. Pupils benefit from the wide range of physical activities on offer and this contributes to their excellent understanding of the components of a healthy lifestyle. In particular, they all learn to swim under specialist tuition in the school's excellent indoor pool. Every opportunity is taken to develop pupils' understanding of the local community. There are, for example, very good links with local churches and faith groups, which lead to pupils gaining excellent knowledge about people of different cultures and beliefs.

Pupils are rightly proud of their school and enjoy all that has to offer. Their behaviour has improved markedly since the last inspection. Teachers' expectations are clearly understood by all and any challenging behaviour is dealt with very effectively. The school is very aware of its vulnerable pupils and makes excellent provision to support them both emotionally and academically. Pupils take their responsibilities, as school councillors for example, very seriously. The elections for the school council, which used electronic voting and other features of the electoral process, provides a good example of how pupils are prepared for the future. This, together with pupils' good progress in basic skills, facility with computers and ability to collaborate, ensures that learners are well prepared for the next stages in their education.

The headteacher, her deputy headteacher and senior leaders have a very clear vision for the school, which is concerned with developing an exciting curriculum within its strong faith community. They receive excellent support from the extremely knowledgeable and committed governing body. Together they have a clear understanding of the school's strengths and are putting in place effective strategies to improve teaching and learning. The school has improved in many ways since the last inspection and this is recognised by most parents. One typically commented, 'The school has made tremendous progress in many areas. It has provided many enriching activities that have helped bring the community together.' These improvements,

coupled with the determination and drive of all in the school community, give the school good capacity to get even better.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children begin in the Reception classes with skills and understanding that are below average overall. In addition, the majority are at the early stages of learning English. They quickly settle into the warm and welcoming environment and become confident and eager learners. A range of exciting themes are planned to develop all aspects of children's learning. For example, during the inspection the theme of transport led children to create colourful models and simulate a train journey in their purposeful play. There is a good balance between activities led by the staff and those that encourage children to explore the world around them. These include well-planned opportunities for staff to develop children's speaking and listening skills. The outside area is used to develop some aspects of children's learning, but the space is too restricted to be fully effective. The school is aware of this and appropriate plans are in place to improve this provision in the near future. Provision in the Early Years Foundation Stage has been transformed in recent years under effective leadership. Consequently, children achieve well. Standards are rising and children's end-of-year attainment in 2009 is above that expected in all areas of learning.

### **What the school should do to improve further**

- Accelerate pupils' progress in Key Stage 2 by ensuring that teaching challenges all pupils to achieve as well as they can, particularly the more-able.

## **Achievement and standards**

### **Grade: 2**

Pupils make good progress to reach average standards in mathematics, English and science at the end of Year 6. Standards have improved gradually over recent years and results in science, in particular, are now showing an upward trend. The proportion of pupils attaining the higher Level 5 is increasing. However, in 2008 this was still a little below national averages. Pupils' progress is good in the Key Stage 1 classes. Good support for pupils who cannot speak English helps them close the gap and by the time they leave Year 2 pupils are working at broadly average standards in reading, writing and mathematics. Progress in the Key Stage 2 classes, while good overall, is a little more variable. It is better in reading than in writing and mathematics and the school is correctly placing its focus on developing vocabulary, grammar and the language of mathematical problem-solving. Pupils who need support because they have fallen behind make equally good progress because of well-planned interventions.

## **Personal development and well-being**

### **Grade: 2**

Pupils say, 'School is a place where you want to be.' They fully appreciate the strong relationships that underpin their good personal development and consequently develop good moral and social skills. Attendance is above average. Pupils report that they feel very safe and that bullying is rare. The Healthy School award testifies to their knowledge about health and opportunities to take exercise. These are outstanding. A wealth of opportunities to study the culture of Britain and other countries, including the Arabic world, result in excellent cultural development. Islamic studies and times for prayer and reflection support pupils' spirituality. Pupils are grateful for

the very good facilities offered by the school buildings. They are pleased to have been able to help improve these still further, through both consultation and action. For example, the school council initiated and arranged the pupils' swimming lessons. The whole school is enthusiastic in raising money for charities, such as UNICEF and the Pakistani earthquake fund. Classes also participate in 'mini enterprise schemes', learning about finance during 'My Money' week.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching is good in Key Stage 1 classes, but is a little more variable in Key Stage 2, where a high turnover of teachers has meant that leaders have had a large number of new teachers to settle into the school. Consequently practice is not always consistent, especially when teachers plan for more-able pupils. At times, some teachers talk for too long and pupils get restless. However, the management of behaviour is generally good and pupils with emotional difficulties are well supported through the effective use of additional staff. Pupils say that lessons are interesting. Teachers' improving use of assessment also ensures that pupils who need extra help receive the right amount of guidance. Teachers are also working hard to make sure that pupils understand what to do and how they can improve their work.

### **Curriculum and other activities**

#### **Grade: 2**

In recent times the school has extended and developed its curriculum very effectively. There is rightly more emphasis on creativity, for example, and music now has the correct place in the timetable. There are developing links between subjects, which help pupils to see the relevance of their learning and how it all fits together. Pupils develop good skills in information and communication technology and use these to extend their learning in other subjects. There is good provision for the development of basic skills in literacy and numeracy with a range of effective programmes in place to support those who find learning more difficult. The curriculum does not, however, always provide enough opportunities to extend more-able pupils. Pupils' personal development is developed very effectively through the ethos of the school and visits and visitors. The curriculum is enriched through a good range of clubs, which contribute to pupils' personal development and add to their knowledge and skills.

### **Care, guidance and support**

#### **Grade: 2**

The school takes excellent care of its pupils, ensuring that they are safe and well looked after. This is reflected in the very good provision for pupils who are new to the school and for those who need support with English. Increasingly good use of assessment leads to successful intervention strategies that make sure those children who have learning difficulties and/or disabilities and any other vulnerable pupils achieve well. Pupils value the fact that everyone in the school gets on together and that they have the opportunity to talk to learning mentors when they have problems. They know and understand their targets and therefore generally understand how to get better. Feedback to pupils through marking of work is much improved, but is still a little variable, so pupils do not always have opportunities to address areas of weakness that have been identified.

## Leadership and management

### Grade: 2

School leaders are very ambitious, work well together and have identified the right priorities for moving the school forward. Since the last inspection senior leadership has been strengthened and middle managers have been developed. Governors are outstanding in their support and challenge. As a result, there has been significant improvement and standards are rising. Staff turnover has reduced the rate of progress in improving teaching, but leaders work hard to support new staff, all of whom are keen to do as well as they can. One of the most notable improved areas is the quality of monitoring. Systems are very thorough and underpin the hard work of leaders in improving teaching as rapidly as possible. The school works incredibly hard to involve parents and develop the community and most parents are very positive about the school. A small minority still feel that their views are not taken into account and the school rightly plans to explore this with them and see how they can improve communication still further. However, numerous projects show that the school's work in planning for community cohesion locally, nationally and globally is excellent. Partnership with other schools and outside agencies is also outstanding.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

13 July 2009

Dear Pupils

Inspection of Gatton (VA) Primary School, London, SW17 0EU

Thank you so much for all your help when we visited your school. Special thanks to those of you who gave up some of time to meet with us. We were especially impressed with the work of the school council. It was good to hear that you feel so safe and well cared for at school. We very pleased to hear how much you like school and we agree with you that yours is a good school. You have been doing very well, thanks to the hard work of all your teachers. You make good progress, so you reach national averages in your tests at the end of Year 6, even though many of you do not speak English when you arrive. We also agree with you when you say that lessons are interesting and fun. However, your school has had quite a few new teachers recently and they do not yet all work in the same way. As result, lessons are not always as good as they could be, especially for some of you who could do with extra challenge. Your personal development is good. Behaviour has improved and you all get on together very well. Your knowledge about being healthy is excellent. We think that the school works extremely hard with your parents to give you all a good education and to make sure you interact with and understand your community. However, there are a few things that the school could do to improve even more. The main thing that we have asked the school to do is to:

- make sure that teaching is good in all lessons in both key stages and that there is always enough challenge for all of you.

Keep on working hard!

Yours faithfully

Sue Rogers

Lead Inspector